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ABSTRACT

Intended for use as a basis for lectures relating to bilingual education within a reading methods course, this instructional model provides educational strategies for use with bilingual children. Written in outline form, the first two parts of the model present a rationale and objectives for the course. The third part contains (1) an historical overview of bilingual education in lecture form, (2) general classroom guidelines, (3) popular strategies to use when teaching reading to the bilingual child, (4) informal practical strategies for general classroom use, (5) suggested basal readers to use with the bilingual child, (6) a list of primary program goals, and (7) a bibliography. Various discussion questions are presented in the fourth part, while the fifth part provides a sample bilingual elementary reading lesson. The sixth section provides sources for use when teaching reading to bilingual children, as well as suggestions for basal series readers. Finally, the seventh part is an evaluation segment that contains sample test questions for reading methods students and proposals for research papers. (NKA)

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READING MODULE

ON

BILINGUAL EDUCATION

Susan Ramp Ridout

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RIDOUT'S READING MODULE ON BILINGUAL EDUCATION

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RATIONALE: Since bilingualism is a very real element in today's elementary schools, students need to have a working knowledge of the meaning of bilingualism, understand the ramifications of bilingualism on the society and in the classroom, and learn methods and strategies to effectively instruct the bilingual child.

OBJECTIVES: Upon completion of this module, the student will:

1. develop his/her own definition of bilingual education;
2. compare compensatory, enrichment and group maintenance programs;
3. list and discuss ways to incorporate bilingualism into a classroom;
4. list problems encountered in bilingual education and identify means to overcome such problems;
5. prepare a lesson plan for a bilingual child; and/or

6a. demonstrate the ability to teach a beginning reading lesson to a bilingual child by preparing and teaching a 12-15 minute micro-teaching lesson.

6b. prepare a set of materials to encourage language development and/or reading skills

for the non-English speaker.

6c. interview a student who, in the past, learned English upon coming to this country, discussing difficulties with predjudices, materials, strategies, etc.

This module is written in a quasi-outline form. It is the author's intent that the contents of this module be used as a bases for lectures pertaining to bilingual education, specifically in the subject area of a Reading Methods course.

CONTENT : LECTURE (All or parts to be used in class.)

I. Overview Of Bilingualism

Candy Carter (1982) draws an analogy of America's population make-up and that of a mosaic. She believes each culture has provided unique tiles in the American mosaic. When viewed too closely, this mosaic appears disjointed and odd but viewed as a whole, there is a total picture. Carter proclaims that acceptance into the large mosaic does not mean a loss of identity for each tile. On the contrary - the mosaic becomes more complex, larger and more interesting by adding new elements. The cement, she says, is language as it permits the new tiles to become an element of the whole. "Likewise, the non-native or the speaker of non standard dialect can be bonded to the American mosaic

by developing fluency and competence in standard American English." (p.xi) For the purposes of this module, "fluency and competence in standard American English" (p.xi) will refer to competence when speaking, reading and eventually writing.

A. Definitions

1. Bilingual - "Of, pertaining to, or expressed in two languages." (The American Heritage Dictionary, 1982, p. 178.)
2. Bilingual - "Using or capable of using two languages, esp. with equal or nearly equal facility." (Webster's New World Dicitionary of the American Language, 2nd College Ed., 1972, p. 140.)
3. Bilingualism - When used in the broadest sense of the term, the two "languages" can be dialects of a language as compared with standard usage, two different languages or varieties within the same dialect (Ching, 1978).
4. Bilingual Education: "In very general terms, bilingual education implies some use of two (or more) languages of instruction in connection with teaching courses other than language per se." (Fishman, 1976, p. 24)
5. Bilingualism - In today's educational terms bilingualism is the preservation of both

cultures and languages.

B. Historical Background

Note: From the colonial days, children were encouraged to learn both the European languages of their parents and the English language of their new homeland. Until huge numbers of students were failing in the schools, however, no national legislation was passed. More recently, as civil rights became an eminent issue in America, numerous pieces of legislation and court cases came into being. Here are a few that Paulston (1980) finds are significant. (There are many other court cases involving bilingual children. Especially interesting are those regarding diagnostic tests not administered in the mother tongue.)

1. Title VI of the Civil Rights Act (1964)
   a. Students who understand no English are not receiving a meaningful education.
   b. Programs that receive federal funds may not discriminate on the grounds of race.
2. Bilingual Education Act (1968)
   a. This is Title VII, an amendment to the Elementary and Secondary Education Act of 1965.
   b. Provided the first federal monies for

bilingual education.

*3. Bilingual Education Act (1974)

a. English will be taught.

b. To the extent it is necessary, native language will be used to instruct.

c. All subjects must be taught so that the child can competently move through the school system.

4. Lau vs. Nichols (1974)

a. Parent of a Chinese child took the San Francisco school board to court.

b. Issue: Do those non English speaking children who are part of a minority group in the U.S. really receive a non discriminatory education when instructed in English?

c. Outcome: Based on Title VI the court ruled the student was not receiving a meaningful education because the child did not understand English, the language of instruction. (Teitelbaum and Hiller as see in Paulston.)

C. Ways To Incorporate Bilingualism Into The Classroom

1. Classroom instruction in all subjects is in English with the exception of a course taught in mother tongue skills.

2. Classroom instruction in all subjects is in mother tongue with the exception of a course

taught in English skills.

3. Classroom instruction is in two languages. (Paulston)

D. Bilingual Programs

1. Compensatory Programs

a. Basically designed to help the poor.

b. Uses the native language to teach the "basics;" this helps the learner gain confidence.

2. Enrichment Programs

a. Usually designed for the middle and upper class populations.

b. Provides cultural and educational experiences outside of one's own environment.

3. Group - Maintenance Programs

a. Supports the preservation of the language of the minority group.

b. Supports the preservation of the minority as a separate entity.

E. Four Concerns With Bilingualism

1. Lack of money.

2. Lack of evaluations of various curricula, methods and materials used in conjunction with bilingualism.

3. Lack of well trained personnel.

4. Lack of social and historical perspectives in the programs (Fishman, 1976).

F. Special Needs Of The Bilingual Child That The Teacher Should Recognize Before Teaching Reading

1. Cultural values
2. Sense of personal worth
3. Language (Ching, 1978)

*II. General Classroom Guidelines

A. General Goals Of Bilingual Education (adopted from Ferguson et al. by Paulston)

1. To provide socialization so that eventually students can become active participants in the community.
2. To bring about a multicultural, multi-lingual society.
3. To allow communication with people from other countries.
4. To help ready students to become financially ept; to work in today's society.
5. To maintain ethnicity.
6. To mediate social and political differences.

B. How Does The Teacher Meet Such Goals In The Reading Program?

1. By providing meaningful lessons to allow children to learn to use spoken English as well as written English. Ching says keep four things in mind:

a. background of experience;

b. auditory discrimination;

c. vocabulary development; and

d. syntax.

2. By allowing students from different cultures the opportunities to discuss their native land, its customs, politics, religions, etc.

Bulos says, "Do not expect to perform miracles with the non-native students. Language acquisition takes time; you can only hope to accelerate the progress through structured lessons that will supplement the language learning and cultural transfer which the non-natives are exposed to in the long hours that they are away from their homes."

3. By providing students with many individual experiences to hear, see and speak the new language. Specifically, provide:

a. observation activities;

b. picture talk activities, creative writing and numerous opportunities for the child to hear the teacher reading good literature to the class;

c. interesting and appropriate tradebooks for individual enjoyment; (Obrien, 1973)

d. folder games or interest centers on

topics in which the student needs practice (i.e. safety terms, colors, numbers, introductions, technical vocabulary, etc.)

e. tapes so the student can hear pronunciations and inflections

f. easy books for the student to read;* and

g. many opportunities to create Language Experience Stories

C. When Selecting Reading Materials For The Bilingual Child Ching Says:

1. oral language and reading should be linked;
2. reading skills should be sequentially developed; and
3. good materials should be available for individualized reading.

III. Popular Strategies To Use When Teaching Reading To The Bilingual Child

Note: When a bilingual child enters school, he probably will not exhibit the confidence that the native speaker has. This limitation, according to Axelrod (1978) "would certainly affect his rate of learning and his readiness for reading." (p.9) Nevertheless, there are several

*For some non-native speakers it might be wise to let a peer tutor help the student pronounce words and check comprehension.

(Note continued)

strategies using a child's language which will enhanse the vocabulary development and feed into the formal reading process.

The approaches are based on some linguistic principles for learning second language:

1. Items need to be presented orally before being written.
2. Content should be similar to real life situations.
3. Language is understood and used before it is read or written (Obrien, 1973).

A. Stauffer's Language Experience Approach.

   1. What is it?

      a. An eclectic approach to reading using a child's language.

      b. Uses a common experience to enhanse language, vocabulary, concept development, sequencing, etc.

      c. This can be a group or an individual activity.

   2. Procedure

      a. Child experiences a setting, happening, etc.

      b. Child dictates a story (while the teacher writes it on a chart).

      c. The story is "read" several times (with the teacher).

d. Teacher makes story strips and the child matches them with the story on the chart.

e. Teacher distributes a personal copy or has the child copy the story from the chart.

f. Child makes a word bank.

g Child writes creative stories using the word bank.

B. Ashton-Warner's Organic Reading (a language based program.)

1. What is it?

a. Designed to bridge the known with the unknown.

b. Bridges the intrinsic with the extrinsic.

2. Procedure

a. First movement: Discover the key vocabulary.

1. Teacher writes words of importance on white cards for child.

2. Child traces and studies these words.

3. Child places words in word box.

4. Later in the day, chalkboard activities and spelling class will rely on these words.

b. Second movement: Discover words from outside

1. Two words replace single words.

2. Child traces words.

3. Child puts them in story.
4. Child writes on chalkboard/spells.
5. Every morning two word cards are scrambled and the child must find the words.
6. Child reads teacher-made or dictated books using the key vocabulary.

c. Third and fourth movements.

1. Child moves from dictating stories to writing stories on his own.
2. As a student adds new words the teacher should write them on the student's book back. (This becomes the child's dictionary.)
3. Time is given to sharing, building vocabulary, reading and discussing stories. (Introduction to published material.)

C. Shared Book Experience

1. What is it?

a. An approach which uses children's books, stories, poems and songs to teach reading.

b. Introduced in a relaxed and motivating setting. (Note: this system is similar to the patterned language approach.)

2. Procedure

a. Gather oversized, predictable books or songs and poems.

b. Allow children to participate in reading selections and/or singing.

c. Re-read story.

d. Learn about the printed material and language. The child should:

1. predict outcomes;

2. note sight vocabulary;

3. use intonation;

4. etc. (Tierney, 1985)

IV. Informal Strategies

A. Speaking/Listening

Note: Peer tutors are oftentimes helpful when developing language skills for the non-English speaker.

The student will:

1. discuss directions to the store with another student;
2. dictate stories to the teacher; (Teacher may help with major problems in sentence structure.)
3. name ten items he would like to buy from a catalog;
4. participate in choral reading;
5. describe what is happening in a picture (or what is about to happen);
6. roleplay a telephone conversation;

7. participate during sharing time;
8. become a story teller;* and
9. discuss (in English) the customs of his/her homeland.

B. Reading

The student will:

1. read safety signs (i.e. Fire Escape, Danger, Poison, etc.);
2. read directions and correctly follow them;
3. read names of labeled items in the room;
4. read from linguistically based series;
5. read his own language experience stories;
6. read advertisements;
7. read news headlines;
8. read another child's story;
9. read a joke from a joke book;
10. read a letter written to the child by the teacher;
11. read a book -- while listening to a tape of the story or to another reader as he reads the story; and/or
12. orally read an expressive passage.

C. Writing

Note 1: Robert Blake (1982) suggests analyzing the

*He can first practice with a peer tutor or with the tape recorder and (later) with the teacher before performing for the class.

older non native speaker on five areas.

1. Rhetorical task (point of view, audience, following directions, etc.)
2. Relation of parts to the whole (organization, coherence, etc.)
3. Sentence structure (varies structure, no sentence errors, etc.)
4. Word choice (clear language, accurate usage, etc.)
5. Mechanics (punctuation, spelling, capitalization, etc.) (Blake, 1982)

Note 2: Have dictionaries available in both languages.

The student will:

1. write an autobiography;
2. write a summary;

   Note: Cummins (1982) suggests breaking the class into small groups to discuss a given subject. Then, have the students write a summary of the discussion. Have the group form an outline to cover a subject prior to writing a group essay.
3. make an errand list of necessary items to buy at the store;
4. record commonly used words and keep a word bank then write sentences using these words.
5. prepare an order form from a mail

order catalog company;

6. write letters to a selected pen pal; and/or
7. read a comic strip and write an appropriate title.

V. Basal Readers To Use With The Bilingual Child

A*. It is wise to use series that offer selections dealing with various ethnic groups in suburban and urban settings. Some good ones include:

1. Bank Street Readers (Macmillan)
2. Open Highways (Scott, Foresman)

B*. Linguistically oriented series are good to use with bilingual children as they help the child learn correct pronunciations of words. Some of these currently on the market are:

Merrill Linguistic Readers (Charles E. Merrill)
Miami Linguistic Readers (D.C. Heath)

VI. Primary Program

After utilizing the afore mentioned approaches and then tying into a basal series at an appropriate level for the child, the bilingual child should demonstrate the following primary program outcomes.

A. Adequate Speaking Facility

*For a more complete listing see the Resource Section of this module.

1. Express self using complete sentences.
2. Comfortably converse in English with peers.
3. Sequentially re-tell stories.
4. Define words.

B. Adequate Linguistic Functions

1. Change statements to questions.
2. Change positive statements to negative statements.
3. Use noun/pronouns substitutes.
4. Expand noun to verb phrases.

C. Adequate Vocabulary

1. Master sight words.
2. Master word families.
3. Decode new words using phonics. (This may be difficult for a child whose native language uses a totally different sound system.)

D. Adequate Reading - Thinking Abilities

1. Develop restatements.
2. Find meaning units in sentence.
3. Arrange pictures in sequence.
4. Predict outcomes.
5. Convey mental images from his reading.
6. Apply what has been read to a real life situation (O'Brien, 1973).

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DISCUSSION QUESTIONS

1. Fishman has said, "Monolingual and monocultural education is artificial and false, particularly if we have One World in mind." (p. 9.)
   What are your viewpoints on this statement?
2. What are the major ethnic groups in the United States and what have they contributed to our society? (This question is suggested by Baptiste and Baptiste, (1980) as they deal with Internationalizing Teacher Education Programs.)
3. What criteria should be used to determine whether or not a student, who recently learned to speak English, is passed to the next grade? Who should determine such a promotion or retention?
4. Identify problems faced by non-English speaking students as they participate in the school program.
5. If we are to educate children in our culturally pluralistic society without disrupting their ties to their families and cultures, we must understand how the family educates. As educators, we need to know more about the styles of learning valued within the family setting. We need to design modes of teaching and learning principles that permeate family life. (Mitchell and Watson, 1980)

If you believe what Mitchell and Watson have said, interview a family from a different cultural background. Discuss ways your findings would affect the concepts and methodology used to teach reading to a child from that setting.

6. Discuss this topic - Bilingual Education: Its pros and cons.
7. What can be done to overcome common concerns regarding bilingual education?
8. For the non-native speaker, should reading be first taught in English or in the native language of the student?
9. How might bilingualism/bi-(or multi-) culturalism affect a child's self concept?
10. Watch the video taped segment of Latenight. (IUS has a copy.) Discuss its contents.
11. Identify local bilingual or bi-(or multi-) cultural resources in your community.
12. Brainstorm on the elements necessary to incorporate into a reading lesson for the child who is learning English. A sample lesson is attached. Then, develop a lesson plan for a primary aged bilingual child using all (or most) parts of a Directed Reading Lesson.

SAMPLE LESSON -- "A Visit to a 'Hamburger Joint'"

Objectives: The child will:

read simple sentences pertaining to a visit to the restaurant;

read common food names from a list;

place a restaurant order;

apply proper pronunciation to words;

apply proper intonation by observing punctuation; and

write simple sentences about food;

(A modified Directed Reading Lesson using a language experience approach.)

Motivation

Bring in several fast food advertisements. Have the student identify ten items (number may vary with capability of child) he'd like to order if he were visiting one of these locations.

Vocabulary Development

Make word cards for each item. Help the student match a picture of the food with its name. The student may repeat the name drill himself if the drill is coded for self-checking.

Purpose for Reading

Explain that you will be taking the student to a restaurant at a later date. Therefore, it is essential

that the student learn to use these words in sentences. That is why together you will write a story (or you can create various useful sentences). Be sure to use phrases/statements like: "I would like . . .", "please", "thank you", "that will be all," etc. in the story. The progression of events commonly used at fast food chains can be explained. (For some students from different cultures this will not be commonly known information.)

After the story is created, help the student read it several times. Note any words that are creating difficulty.

Explain those words.

Purposeful Re-reading

Have the student read, with expression, portions of the story that include what he might say at the restaurant. The teacher can take the part of the waitress or waiter. (Point out quotes, question marks, etc.)

Comprehension

Have the student explain the sequence of events. Have the student compare what would have been different had he gone into a restaurant in his own country.

Skills

Having pointed out punctuation marks (periods, exclamation points, question marks, quotation marks, etc.)

have the student create other quesions or comments he might ask/make at the restaurant. Help the student formulate the items orally. Then, help him write such items on paper. Provide a two language dictionary for his use.

Follow-up Enrichment

Visit a fast food restaurant. Let the student read the menu and place his order.

Upon returning to school, let the student pretend he has his own restaurant. Ask him what he would serve. Have the student create a menu of his own and under each item, describe it. (A peer tutor will be helpful for vocabulary and sentence structure as well as to help the student so he's not overwhelmed by the task.)

RESOURCES

Valuable sources to use when teaching Reading to the Bilingual child.

Allen, Roach Van and Claryce Allen. Language Experience Activities (2nd ed.) Boston: Houghton Mifflin Company 1982.

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Santiago, Ramon L. "Understanding Bilingual Education -- or The Sheep in Wolf's Clothing." Educational Leadership, Vol. 43, No. 1, September 1985, pp. 79-83.

Basal Series to use with the bilingual child:

Bank Street Readers (Macmillan)

Basic Reading Series (SRA)

Great Cities Reading Improvement Programs (Follett)

Let's Read (Wayne State University Press)

Linguistic Readers (Benziger Corporation)

Merrill Linguistic Readers (Charles E. Merrill)

Miami Linguistic Reader (D.C. Heath)

Open Highways (Scott Foresman)

Skyline Series (Webster)

Structural Reading Series (L.W. Singer) (As seen in Ching)

EVALUATION (Choose from among the following items)

Test Questions

1. Identify competencies that are necessary for a teacher to possess in order to effectively deliver bilingual education.
2. A non-English speaker who is said to be "above average" in intellect has arrived in your third grade classroom. Develop a list of competencies you would hope the child had acquired by the end of the school year.
3. You are a teacher and have been asked to give a seminar on bilingualism/bi- (or multi-) culturalism. Outline the 1 1/2 hour presentation you would give.

Papers (Four to six pages)

1. Examine various assessment instruments and basal readers; illustrate linguistic and social biases contained therein.
2. Observe in a bilingual classroom. Critique the environment and the reading/language materials used.
3. Interview a student who, in the past, learned English upon coming to this country. Discuss difficulties with predjudices, materials, strategies, etc.

Student Projects/Products

1. Teach the lesson that was prepared as an extention of the classroom discussion (see item 12 of Discussion Questions.) Video record the lesson and critique it with two other students. Check it to see if:

   the lesson was motivating;

   readiness activities were included;

   vocabulary was introduced;

   common linguistic patterns were used;

   cultural likenesses/differences were included;

   oral language tasks were used prior to written tasks;

   comprehension was checked;

   skills related to general capabilities of a new English speaker; and

   the child was given a chance to practice some oral reading.